

## LEP Academy Application Evaluations 2006-07

A committee consisting of ESCORT, KDE and site hosts will review all applicants.

CRITERIA	Points Possible
<b>Part 1: School Profile</b>	<b>35</b>
<input type="checkbox"/> The school has reported an increase in the number of LEP students.	
<input type="checkbox"/> The school has implemented the use of Program Services Plans for LEP students.	
<input type="checkbox"/> The school has included the program model(s) utilized to serve LEP students.	
<input type="checkbox"/> The school has identified the personnel who serve LEP students.	
<input type="checkbox"/> The school identified interventions for LEP students.	
<input type="checkbox"/> The school has listed all major school-wide initiatives that support the SIOP model.	
<b>Part 2: Documentation of Need</b>	<b>35</b>
<input type="checkbox"/> The school's summary of the English language proficiency data indicates a need to improve the rate at which students attain English language proficiency.	
<input type="checkbox"/> The school's analysis of reading and math achievement data indicates an achievement gap between the LEP students and the entire school population.	
<input type="checkbox"/> The school's summary of professional development experiences related to instruction of LEP students indicates a need for teacher professional growth in this area.	
<b>Part 3: Individual Team Response Forms</b>	<b>30</b>
<input type="checkbox"/> The school's individual team members indicate an understanding of his/her role as a member of the academy team.	
<input type="checkbox"/> The school leadership has designated a team leader/point of contact.	
<b>Total Possible Points</b>	<b>100</b>

## Instructional Teams

LEP Academy 2006-07

The district and/or school instructional leader must ensure that all team members are familiar with the purposes and goals of the academy and will commit to full and active participation. All team members are required to complete an *Individual Team Member Response Form*.

In identifying the team members, the district and/or school instructional leader should consider the following:

- ❑ Representation across content areas
- ❑ Representation across grade levels
- ❑ Representation of both content/mainstream teachers and ESL teachers
- ❑ Selection of a school lead

The **most successful teams** will have members that **share these qualities**:

- ❑ A strong sense of motivation and initiative to try new strategies
- ❑ A desire to learn specific researched-based strategies to teach a specific content area (e.g., social studies or math) in ways comprehensible to students with limited English proficiency while promoting their English language development
- ❑ A willingness to collaborate on implementing aspects of the SIOP model in standards-based lesson plans
- ❑ A readiness to build capacity by sharing knowledge with other teachers in the school
- ❑ A sense of responsibility for completing tasks and achieving rigorous professional expectations

The following suggestions may help in preparing your team to complete the application:

- ❑ Involve all the team members
- ❑ Research the SIOP model. Additional information about Sheltered Instruction can be found on the KDE website:  
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Units+of+Study/Sheltered+Instruction.htm>
- ❑ Review the goals and objective of your school's Comprehensive School Improvement Plan and each team member's Individual Professional Growth Plan
- ❑ Reflect on the application using the 2006-2007 LEP Application Evaluation criteria

Excerpts of the following 2004-2005 LEP Academy Application are being offered as a model. Only information from Section #2 *Description* and Section #3 *Documentation of Need* is included. This academy was opened to elementary schools, focusing on instructional teams working with P4-5 students. Your team's application will reflect your school's demographics, instructional services, staff assignment, major school-wide initiatives, etc. and may use a different format.

Kentucky Limited English Proficient (LEP) Academy  
**Sheltered Instruction Observation Protocol (SIOP)**  
2004-2005 Application

**I. Description School Demographics (General and LEP Population)**

Sample Elementary is located in the West End of Sample City. It is a magnet school for Math, Science, and Technology in the County Public School District. The student population is comprised of children from low economic families who reside in the neighboring, predominantly Black communities and of children from other outlying areas such as those with immigrant and refugee families. The school complies with racial balance, with a composition of 49.7 % Black and 50.3% Other. Of the approximately 543 students at Sample Elementary in grades K-5, 93.2% qualify for free and reduced price lunch. Sample Elementary has had an English as a Second Language (ESL) Program since 1992. The number of Limited English Proficient (LEP) students has steadily increased over the past few years as indicated below. The number of LEP students enrolled during the school year fluctuates. Typically, the LEP population increases in the spring.

School Year	Total LEP Students	Active Students	Monitored Students
2004-05	84	74	10
2003-04	83	73	10
2002-03	76	66	10
2001-02	63	63	0
2000-01	57	57	0
1999-00	53	53	0

ESL Program

At Sample, LEP students have access to ESL services in a collaborative model that meets their learning needs and ensures their academic achievement. LEP students are fully immersed in the comprehensive classroom; students and classroom teachers receive support from ESL teachers as well as from Bilingual Associate Instructors (BAIs). The objective is to provide as much "plug-in" rather than "pull-out" services for students so that they have accessibility to the same academic content as their peers. LEP students at Sample are considered full classroom participants.

In order to meet the individual needs of LEP students, the ESL personnel and the classroom teacher complete a Program Services Plan (PSP) every school year for each student. Teachers at Sample have utilized Program Services Plans since the documents were introduced in 2003 by the district's ESL Department. The ESL teachers as well as the ESL resource teacher provide the faculty with professional development sessions regarding instruction of LEP students. One of these meetings familiarizes the classroom teachers with the strategies for differentiating instruction for LEP students that are listed on the PSP. Moreover, at the annual No Child Left Behind (NCLB) Parent Notification Night, the parents of LEP students are provided with an overview of the ESL Program and their child's PSP so that they may be apprised of how the academic and language needs of their children are being met.

### ESL Personnel

At Sample, there are four members of the ESL Department, though all faculty and staff members work diligently with the LEP students. They include two certified ESL teachers who are proficient in Spanish and French respectively; and two BAIs who are native Spanish speakers. In addition, an ESL resource teacher, provides school and classroom support throughout the year.

The LEP students are placed in one or two designated classrooms at each grade level to facilitate the ESL collaborative model at Sample. The other classrooms at each grade level receive ECE students and possibly monitored or exited ESL students. This proactive placement of students allows for more time to be allotted to each classroom for ESL and ECE collaboration. Sample's Comprehensive School Improvement Plan as documented in Attachment A outlines the above stratagem.

Through this forward-thinking commitment to the collaborative model, the ESL personnel more efficiently service the LEP population at Sample. For example, two team members (one certified ESL teacher and one BAI) focus on the students in P2, P3, and Fourth Grade (in six classrooms) while the other team concentrates on P1, P4, and Fifth Grade (in five classrooms). The ESL teachers and BAIs coordinate the instructional services they utilize with students through oral and written communications.

### Literacy Programs

Sample Elementary is committed to the District literacy initiative, Every 1 Reads. Literacy instruction is provided in each classroom using the Five Block Model and is supported with Rigby literacy materials. The components of the school-wide balanced literacy program include Guided Reading, Self-Selected Reading, Word Work, Writing, and Community Reading Conversations (CRC). The CRC block is also supported via Making Meaning activities from Project CARE (Character Education Requires Education), a Child Development Program. Teachers also participate in ongoing professional development to enhance the implementation of strategies and best practices to ensure that students become competent readers and writers.

Intervention strategies are also in place at Sample for struggling readers. Classroom and ESL teachers, with guidance from the instructional coordinator identify students who need extra reading support using Observation Survey data and Developmental Reading Assessment (DRA) scores. Once students have been identified, they receive one-on-one or small-group instruction through various intervention programs such as Earobics, Reading Mastery, Leap

Frog, Quick Reads, Comprehension Plus and Reading Recovery. A part-time Title III teacher (formerly an ESL teacher), an ESS daytime teacher, a Reading Recovery Teacher, and several Instructional Assistants are trained in each intervention program.

### Major School-Wide Initiatives

In addition to the district-wide literacy initiative that is in place at Sample Elementary, the school is also involved in implementing a 21<sup>st</sup> Century Learning Communities Grant program that includes the following: components for family literacy and after school and summer supplemental services, and materials for English language learners and their families. The school counselor and literacy specialists, work together with staff from our Family Resource Youth Service Center and community agencies.

Beginning with school year 2004-2005, our school is also involved in piloting a school wide Mathematics program, Everyday Mathematics. We anticipate that teachers at the lower primary will receive intensive yearlong training that was provided to upper primary and intermediate math teachers last year. Our ESL teachers and specialist will receive the training as well in order to facilitate more effective collaborate on planning and delivering comprehensible Mathematics instruction to our ELL students.

Our school has also been identified to participate in a district pilot program for the next two years to reduce the achievement gap for underachieving subpopulations. Identified Sample Elementary staff will be mentored by district support specialists on working specifically with English language learners and special education students. This will require participants to participate in scheduled small group meetings with their mentees on a regular basis at the school after each classroom observation conducted by the mentees in their classes. We believe that SIOF will give participants a useful framework for becoming more rigorous (standards-based), effective differentiation of instruction and reflective SIOF in their teaching.

## II. Documentation of Need

### English Language Proficiency Data

At Sample, there are 39 LEP students in P4 through Grade 5 who have LAS (Language Assessment Scale) scores that indicate progress in English proficiency. The three areas that LAS measures are oral (O), reading (R), and writing (W). (See Attachment B for explanation of levels.) Most of the LEP students who have been enrolled in District for two or more years demonstrate improvement in oral English proficiency, but the majority of them have not made adequate progress in the areas of reading and writing. Scores (on the following pages highlighted in orange) illustrate that these students tend to plateau significantly in reading and writing; many students who are considered to be limited, near fluent, and even fluent English speakers (level 3 and above) maintain limited and non-reader/writer scores of 1 and 2. At the levels of 3, 4, and 5 in oral proficiency, literacy is tied more directly to instruction and is associated less with limited English proficiency. Of the above-mentioned students who have been in the ESL program for at least two complete years, two have qualified for ECE (Exceptional Child Education), eight have made enough progress to in all three areas of oral, reading, and writing English proficiency to be placed on monitor status. Moreover, there are six students in P4 through Grade 5 at Sample who exited the program prior to this school year and who, therefore, are not included in this data.

**Sample Elementary**  
English Language Proficiency Data  
For P4 through Grade 5 LEP Students  
**September 2004**

<b>LEP Student P4</b>	<b>2002 Pre-LAS Max. Score= 5 (oral) - 3(pre- lit.)</b>	<b>2003 LAS Max. Score= 5(oral only)</b>	<b>2004 LAS Max. Score= 5(O)- 3(R)-3(W)</b>
Student 1	1-1	3	4-2-2
Student 2	1-1	2	2-1-3
Student 3	4-3		3-3-3
Student 4			1
Student 5	1	1	2-1-1
Student 6	1-1	3	3-1-1
Student 7			1
Student 8	2-1	1	3-1-1
Student 9	1-2	1	3-2-3
Student 10		1	2-1-1
Student 11	1-1	3	5-3-3
Student 12	1	2	3-1-3
Student 13			1
Student 14	4-1	3	3-2-2
Student 15	4-3	5	5-3-3
Student 16			2
Student 17			2-1-1

<b>LEP Student Grade 4</b>	<b>2001 Pre-LAS Max. Score= 5 (oral) - 3(pre- lit.)</b>	<b>2002 LAS Max. Score= 5(oral only)</b>	<b>2003 LAS Max. Score= 5(O)- 3(R)- 3(W)</b>	<b>2004 LAS Max. Score= 5(O)- 3(R)- 3(W)</b>
Student 18	1-1	1	3-1-1	3-2-2
Student 19	1-1	1	3-2-1	3-2-2
Student 20	5-1		5- 1-1	5-3-2
Student 21			1	1-1-1
Student 22			1	1-1-1
Student 23	2-2	2	4-3-2	5-3-3
Student 24				1
Student 25		1	1	5-1-1
Student 26	3-2	1	3-1-1	2-1-2

<b>LEP Student Grade 5</b>	<b>2000 Pre- LAS Max. Score= 5 (oral) - 3(pre-lit.)</b>	<b>2001 LAS Max. Score= 5(oral only)</b>	<b>2002 LAS Max. Score= 5(O)- 3(R)- 3(W)</b>	<b>2003 LAS Max. Score= 5(O)- 3(R)- 3(W)</b>	<b>2004 LAS Max. Score= 5(O)- 3(R)- 3(W)</b>
Student				3-2-2	4-3-2

27					
Student 28			5-1-1	5-3-2	5-3-1
Student 29				1	3-2-1
Student 30	3-1	3	5-3-1		5-3-2
Student 31			3-1-1	4-2-2	4-2-2
Student 32				1-1-1	2-1-1
Student 33			4-2-2	3-3-2	5-3-1
Student 34					1
Student 35			1	2-1-1	5-2-1
Student 36	1-1	1	1	3-1-2	3-1-2
Student 37				1	2-1-1
Student 38					5-3-2
Student 39					1

**Note: P3 and P4 students are usually only assessed in reading and writing if oral language proficiency level is 2 or higher. No score indicates that student was not enrolled in District that school year.**

### Reading and Math Achievement Data

In order to determine the extent of an achievement gap between LEP students and the entire school population in the areas of reading and math, the Commonwealth Accountability Testing System (CATS) data from the spring of 2003 will be analyzed once it is available later this fall. The data from the previous, 2003-04 school year does not disaggregate the scores of LEP students as not enough participated in the testing due to the exemptions that year.

However, the results of the 2003 Comprehensive Test of Basic Skills (CTBS) are provided below for the current Grade 4 LEP students at Sample. Of the nine LEP students who participated, only three achieved stanines above that of the school mean in the areas of reading, language, and math.

Last spring, teachers at Sample began to receive training in the administration of the Developmental Reading Assessment (DRA). At the beginning of this school year, comprehensive classroom teachers as well as resource teachers administered DRAs to facilitate the formation of flexible guided reading groups and to identify students for literacy intervention programs. The compilation of DRA data is not complete at this time, as not all students have been assessed. Though it has been established that the DRA will be used school-wide this school year so that such data can be analyzed at a further date. Moreover, teachers will receive additional assessment training in the Dynamic Indicators of Basic Early Skills (DIBELS), which will be another useful tool to measure the literacy achievements and needs of the LEP students.

**Sample Elementary**  
**Literacy and Math Data**  
**For P4 through Grade 5 LEP Students**  
September 2004

<b>LEP Student P4</b>	<b>Fall 2004 DRA 30=At Grade Level</b>
Student 1	20
Student 2	
Student 3	28
Student 4	6
Student 5	20
Student 6	6
Student 7	16
Student 8	18
Student 9	28
Student 10	18
Student 11	38
Student 12	28
Student 13	16
Student 14	30
Student 15	28
Student 16	16
Student 17	2

<b>LEP Student Grade 4</b>	<b>Fall 2004 DRA 38= At Grade Level</b>	<b>2003 CTBS Reading (Mean= 4.4)</b>	<b>2003 CTBS Language (Mean=4.9)</b>	<b>2003 CTBS Math (Mean= 4.7)</b>	<b>2003 CTBS Total (Mean= 4.8)</b>
Student 18	16	2	3	4	3
Student 19	18	3	3	3	3
Student 20	24	6	5	6	6
Student 21	10	4	2	2	3
Student 22	3	4	3	3	3
Student 23	30	4	7	6	6
Student 24	4				



Student 25	6	5	3	5	4
Student 26	16	4	6	4	5

<b>LEP Student Grade 5</b>	<b>Fall 3004 DRA 44= At Grade Level</b>
Student 27	42
Student 28	
Student 29	33
Student 30	28
Student 31	34
Student 32	24
Student 33	28
Student 34	6
Student 35	28
Student 36	12
Student 37	12
Student 38	40
Student 39	16

### **Professional Development Related to ESL Instruction**

According a survey, most comprehensive teachers at Sample have had limited professional development experiences related to instruction of LEP students. As part of the school's commitment to the district's reading initiative, the majority of the teachers attended the three-day Focus on Guided Reading institute, which overviewed the usage of the new Rigby literacy materials; Sample's teachers also attend monthly Project Care sessions. These opportunities, as in other professional development areas, did mention strategies for diverse learners such as LEP students but do not give extensive training.

Some teachers who collaborated with the ESL teachers did participate in two on-site professional development events last year that were led by a ESL Resource Teacher. This type of on-site professional development regarding LEP instruction will be conducted yearly. The need for the professional growth in the area of differentiating instruction for LEP students is realized; the LEP Academy SIOP training will greatly enhance the professional capacities of the classroom teachers at Sample, as well as increase the academic achievement of LEP students.